




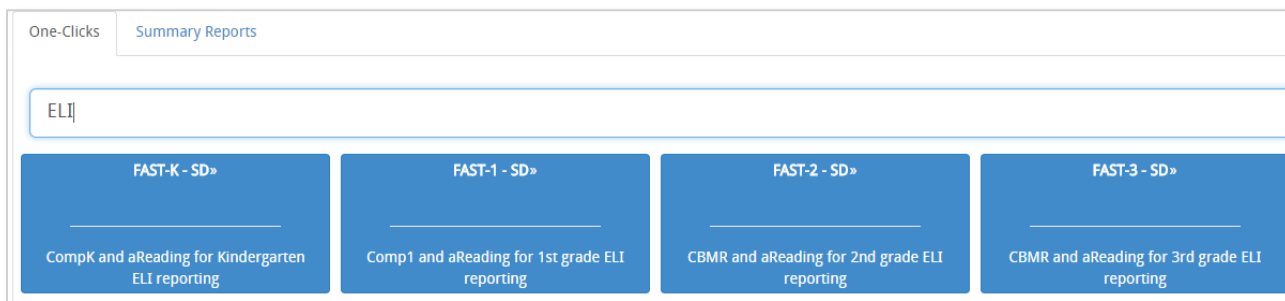
SUBSTANTIAL DEFICIENCY REPORTING FOR 2014-15

1. Information about Substantial Deficiency Reporting

- Each school that serves students in grades K-3 is required to complete substantial deficiency reporting to meet the requirements of the ELI legislation.
- Substantial deficiency reporting for the 2014-15 school year must be **completed by July 31, 2015**.
- Schools are required to report the designation each student received after the winter and spring assessment periods. If desired, schools may also report the designation each student received after the fall assessment period, but this is not a requirement.
- The internal coach and principal roles are the only roles that will be able to complete substantial deficiency reporting.
- Assessment scores are provided as a reference, but schools should report the actual determinations were made throughout the school year.
- The instructions and process for reporting substantial deficiency for the 2015-16 school year, and future school years, will be different than for the 2014-15 school year.

2. Log in to Iowa TIER and Navigate to the Substantial Deficiency One-Click Reports

- Log in to Iowa TIER through the Iowa Education Portal.
- Once logged in, click on the one-click report icon  on the left hand side of the home screen.
- Use the filter at the top of the One-Clicks page to filter for the work “ELI” to easily find the substantial deficiency reports available to you.
- Click on the blue box to launch the desired report.
- There will be a separate report for each of grades K, 1, 2, and 3 for FAST assessments. Each report will need to be completed.
- There will be one report for each of the non-FAST assessments for all applicable grades K-3. If a grade is not available, it is because the assessment is not validated for that grade. The appropriate report(s) will need to be completed for all students in grades K-3. See the end of this document for additional reporting requirements for non-FAST schools.

A screenshot of the Iowa TIER One-Clicks interface. At the top, there are two tabs: "One-Clicks" and "Summary Reports". Below the tabs is a search bar containing the text "ELI". Under the search bar, there are four blue rectangular buttons, each representing a different grade level report. Each button has a title at the top and a description at the bottom. The first button is titled "FAST-K - SD»" and describes "CompK and aReading for Kindergarten ELI reporting". The second button is titled "FAST-1 - SD»" and describes "Comp1 and aReading for 1st grade ELI reporting". The third button is titled "FAST-2 - SD»" and describes "CBMR and aReading for 2nd grade ELI reporting". The fourth button is titled "FAST-3 - SD»" and describes "CBMR and aReading for 3rd grade ELI reporting".

3. View the One-Click Report

- The one-click substantial deficiency report will display a series of columns of data to summarize the assessments taken by each student throughout the 2014-15 school year.
- The report will also show a column for each assessment period where the internal coach/principal will designate the determination for each student during the 2014-15 school year.
- The designation will default to “Opt’l/Can’t Determine” for fall and “Adequately Progressing” for winter and spring.

Filtering All students who **are actively enrolled as of 05/25/2015** AND **are in grade(s) 01**

			Comp1 Fall 2014-15	aReading Fall 2014-15		Comp1 Winter 2014-15	aReading Winter 2014-15		Comp1 Spring 2014-15	aReading Spring 2014-15	
			Overall	Overall		Overall	Overall		Overall	Overall	
	Name	Grade	Composite Score	Scaled Score	SD Fall	Composite Score	Scaled Score	SD Winter	Composite Score	Scaled Score	SD Spring
<input type="checkbox"/>	Tucker 30420150840	01			Adequately Progressing			Appropriately Progressing		449	At Risk
<input type="checkbox"/>	Yancy Adams	01	20		Substantially Deficient		436	Substantially Deficient	50	435	At Risk
<input type="checkbox"/>	Bill Allen	01	216		Adequately Progressing	133	444	Appropriately Progressing	37	350	At Risk

4. Report Student Designations

- For each student that needs to be changed from the default, there are two ways to change the determination. You can use either of the two ways at any point when making determinations.
- Option 1: Click on the displayed determination. A pop-up box will appear where you can change the designation to the correct one by clicking on it
- Option 2: You may use the check boxes in front of the student names to select a set of students who all need to be changed to the same designation.

Edit SD Fall Indicator | Barbette 41620151215

☒ Adequately Progressing

☐ At Risk

☐ Substantially Deficient

☐ Opt'l/Can't Determine

	Name	Grade
<input checked="" type="checkbox"/>	Barbette 41620151215	K
<input checked="" type="checkbox"/>	Abba 50720151016	K
<input checked="" type="checkbox"/>	Ashley Allen	K

- After checking the boxes, scroll to the bottom of the page and click on the “With Selected” blue button. Then click on “Assign Indicator”.

With Selected ▾

Schedule Interventions

Schedule Progress Monitoring

Assign Indicator

- Select the designation you would like to apply to the group of students for any/all assessment periods. Then, click on “Review Changes”.

SD Winter	<input checked="" type="radio"/> Appropriately Progressing	<input type="radio"/> At Risk	<input checked="" type="radio"/> Substantially Deficient	<input type="radio"/> Cannot Determine	✕
	Remove				
SD Spring	<input checked="" type="radio"/> Appropriately Progressing	<input type="radio"/> At Risk	<input checked="" type="radio"/> Substantially Deficient	<input type="radio"/> Cannot Determine	✕
	Remove				
SD Fall	<input checked="" type="radio"/> Adequately Progressing	<input checked="" type="radio"/> At Risk	<input type="radio"/> Substantially Deficient	<input type="radio"/> Opt'l/Can't Determine	✕
	Remove				

Cancel Review Changes

- Review the changes you have selected, and then click on “Apply Changes”.

Confirm Apply Indicators To 3 Students

SD Winter	<input checked="" type="radio"/> Substantially Deficient
SD Spring	<input checked="" type="radio"/> Substantially Deficient
SD Fall	<input checked="" type="radio"/> At Risk

0/3

Cancel Apply Changes

- Click on the “Done” button to save your changes.

SD Winter	<input checked="" type="radio"/> Substantially Deficient
SD Spring	<input checked="" type="radio"/> Substantially Deficient
SD Fall	<input checked="" type="radio"/> At Risk

3/3

Done

5. Workflow Suggestions

- Use the filter and sort functions to help find students that need the same indicators.

The screenshot shows a data table with columns for Name, Grade, and various assessment scores (CBM-R, aReading, SD). Annotations 1-7 highlight specific UI elements: 1 points to the 'Overall' header for CBM-R Fall; 2 points to the pagination controls; 3 points to the 'records per page' dropdown; 4 points to the 'SD Fall' header; 5 points to the 'SD Winter' header; 6 points to the 'aReading Spring' header; and 7 points to the 'Name' column header.

	CBM-R Fall 2014-15	aReading Fall 2014-15	CBM-R Winter 2014-15	aReading Winter 2014-15	CBM-R Spring 2014-15	aReading Spring 2014-15
	Overall	Overall	Overall	Overall	Overall	Overall
	Median Words Correct per minute	Scaled Score	SD Fall	Median Words Correct per minute	Scaled Score	SD Winter
Arnold Allen	30		Opt'l/Can't Determine	202		Appropriately Progressing
Richard Benson	185		Opt'l/Can't Determine	189		Appropriately Progressing
Suzanne Balk	198		Opt'l/Can't Determine	158		Appropriately Progressing














- Click the column label for the score once to sort scores from high to low. Click again to resort low to high.
- Use the pages to move to the next group of students. Use in conjunction with the sort feature to find groups of students with similar scores
- Keep the records per page number small enough to manage using the group selection
- Setting indicators for fall is optional. If you choose to use this option, it will make the winter settings easier because you can click on the SD Fall header to sort the student list by status.
- Set indicators for winter and spring. It is probably best to work one season at a time when using the group assign function.
- Designations should be primarily made using the same assessment for all students, but there will be exceptions where the other assessment may be a more appropriate choice (i.e., a student with a severe articulation/fluency issue would have a more valid screening with aReading).

6. Progress Monitoring and Intervention Reporting Requirements for Non-FAST schools

Schools not using FAST assessments in Iowa TIER must:

- Upload screening results for all K-3 students from approved assessments
 - Use the upload functions built into Iowa TIER
- Report their determinations of each student's status as described in this document for Winter and Spring (Fall is optional).
- Report students who received progress monitoring and/or interventions during the school year

- a. Use the progress monitoring and intervention indicators included on each non-FAST substantial deficiency report. These indicators default to no, and must be changed to yes where applicable.
- For progress monitoring, mark a student as “Yes” if the student had his/her progress monitored in literacy at any point during the 2014-15 school year, using an approved progress monitoring assessment.
 - For intervention, mark a student as “Yes” if the student was provided a literacy intervention at any point during the 2014-15 school year.

	Name	Grade	 Total Correct	 SD Fall	 Total Correct	 SD Winter	 Total Correct	 SD Spring	 Progress Monitoring	 Intervention
<input type="checkbox"/>	Paul 020320150235	02		<input type="checkbox"/> Opt'l/Can't Determine		 Appropriately Progressing		 Appropriately Progressing	 PM-No	 Assign